Contemporary Teaching and Learning

Haddonfield School District
Strategic Plan
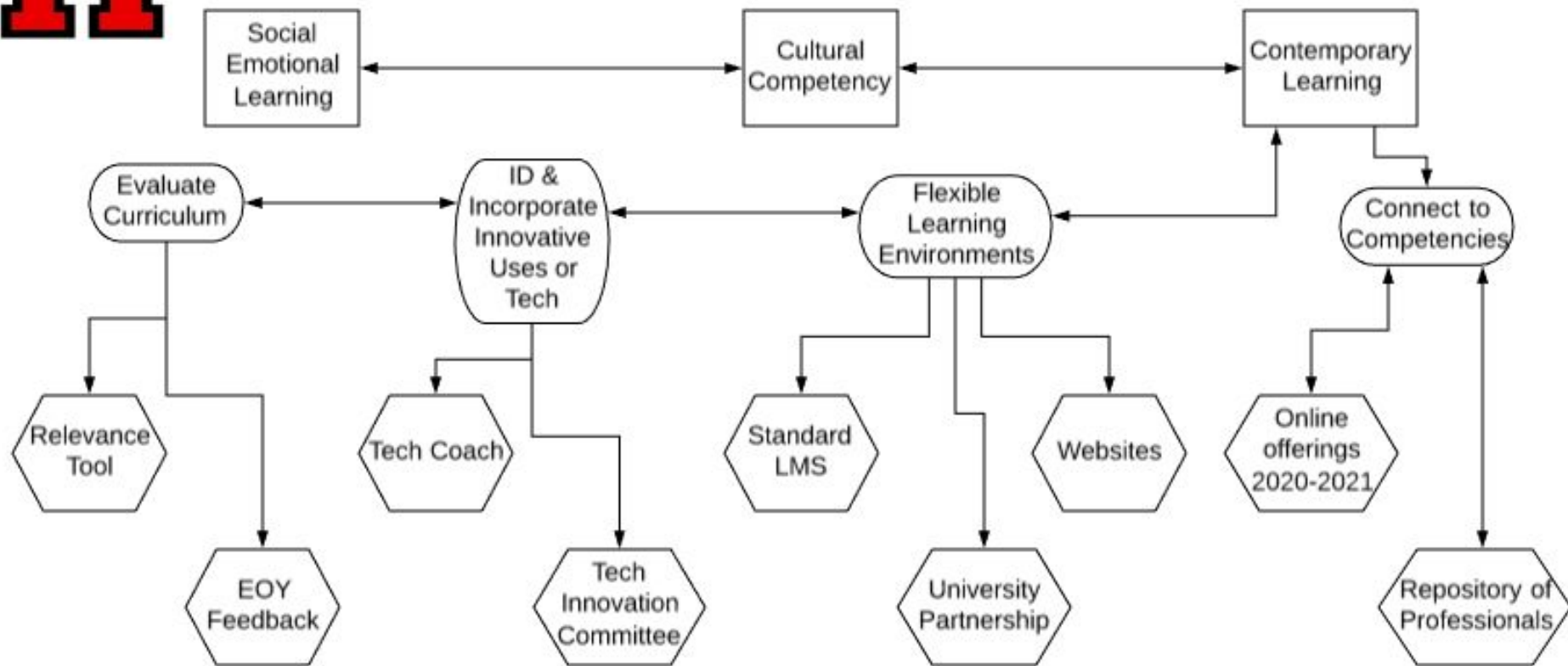
*Action Steps

1. Evaluate and implement **curriculum** to ensure life and personal ==**relevance**==
2. Identify and incorporate ==**innovative uses of technology**== in learning experiences
3. Create ==**flexible learning environments**== that allow for **student choice** based around the district's curriculum
4. Provide opportunities that are connected to ==**competencies that are transferable**== to college and career
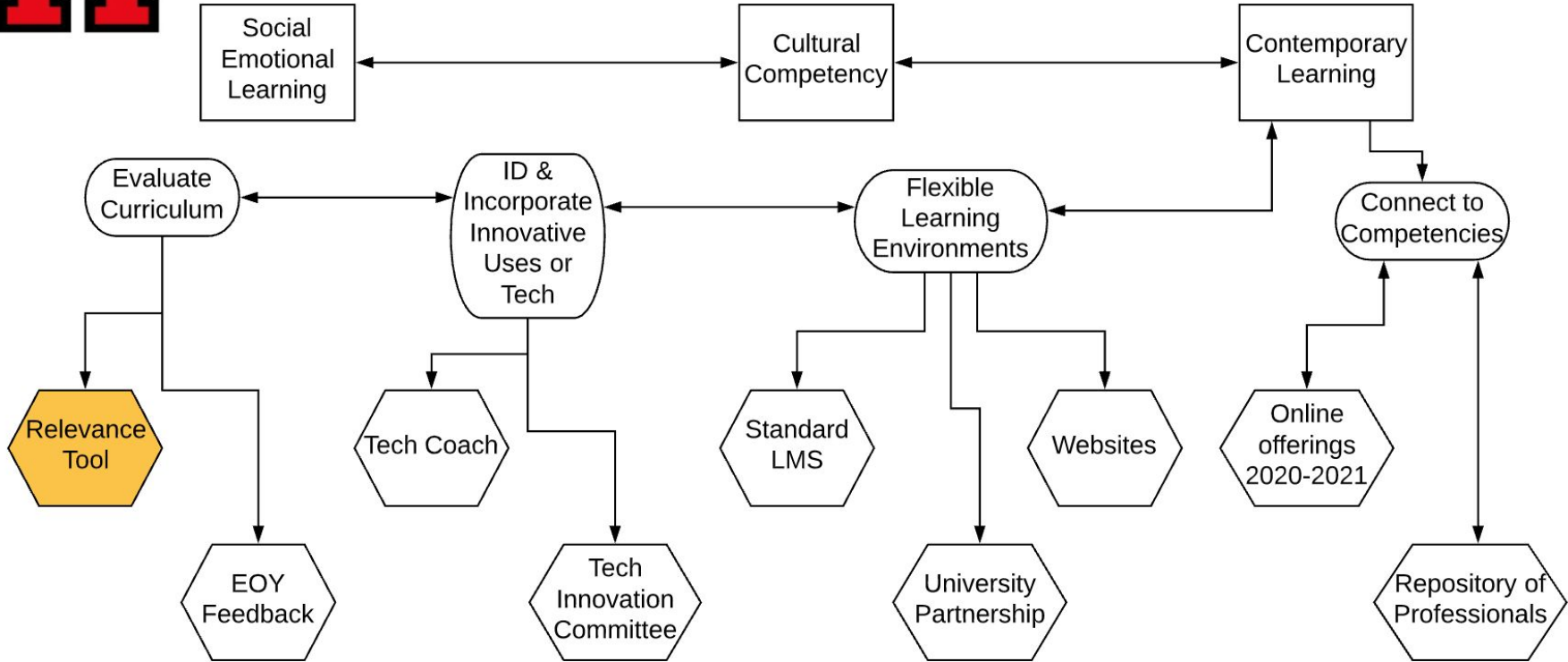
We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ← → **Cultural Competency** ← → **Contemporary Learning**

Evaluate Curriculum ← → **ID & Incorporate Innovative Uses or Tech** ← → **Flexible Learning Environments** ← → **Connect to Competencies**

- Evaluate Curriculum:
  - Relevance Tool
  - EOY Feedback

- ID & Incorporate Innovative Uses or Tech:
  - Tech Coach
  - Tech Innovation Committee

- Flexible Learning Environments:
  - Standard LMS
  - University Partnership
  - Websites

- Connect to Competencies:
  - Online offerings 2020-2021
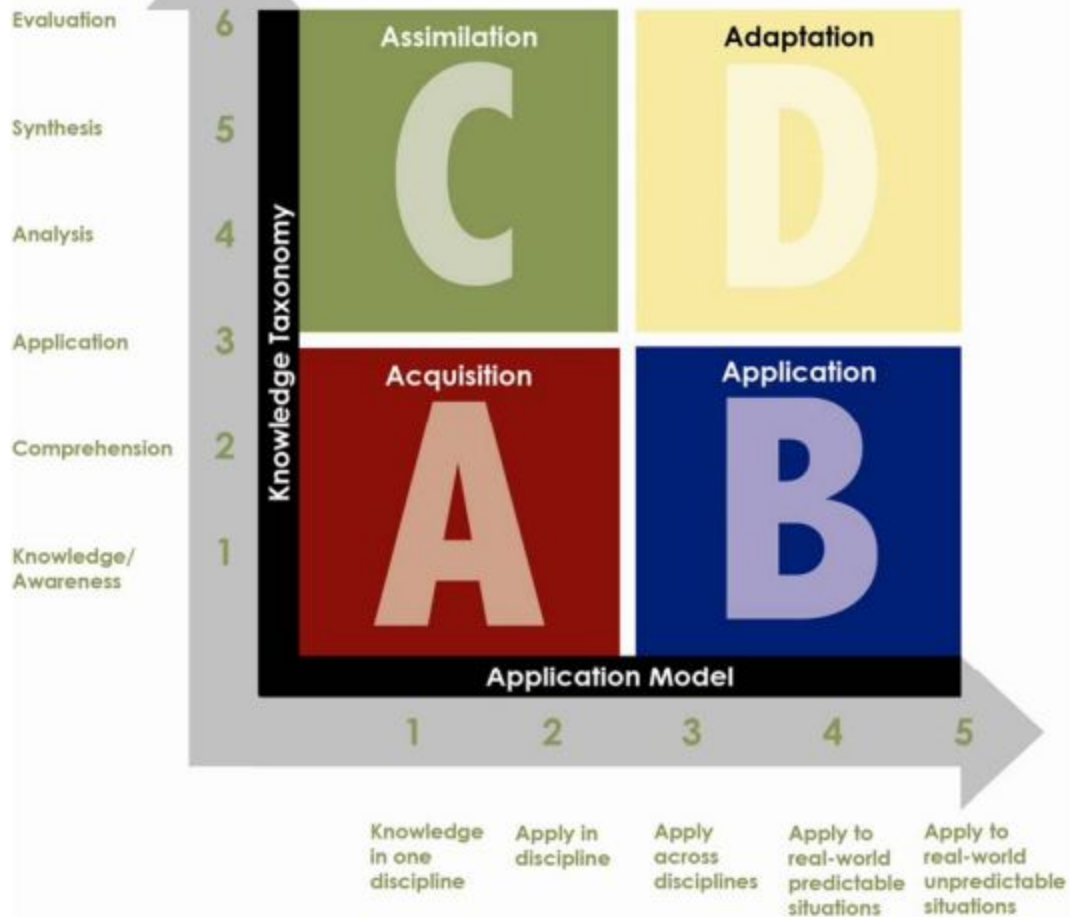 - Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

H

Social Emotional Learning ← → Cultural Competency ← → Contemporary Learning

Evaluate Curriculum ← → ID & Incorporate Innovative Uses or Tech ← → Flexible Learning Environments ← → Connect to Competencies

Relevance Tool

EOY Feedback

Tech Coach

Tech Innovation Committee

Standard LMS

Websites

University Partnership

Online offerings 2020-2021

Repository of Professionals

Rigor/Relevance Framework®

Knowledge Taxonomy (vertical axis):
- 6 Evaluation
- 5 Synthesis
- 4 Analysis
- 3 Application
- 2 Comprehension
- 1 Knowledge/Awareness

Quadrants:
- **C — Assimilation**
- **D — Adaptation**
- **A — Acquisition**
- **B — Application**

Application Model (horizontal axis):
- 1 Knowledge in one discipline
- 2 Apply in discipline
- 3 Apply across disciplines
- 4 Apply to real-world predictable situations
- 5 Apply to real-world unpredictable situations

Quadrant A	Quadrant B	Quadrant C	Quadrant D
Calculate	Adjust	Analyze	Adapt
Choose	Apply	Categorize	Argue
Count	Build	Cite	Compose
Define	Collect	Classify	Conclude
Describe	Construct	Compare	Create
Find	Demonstrate	Conclude	Design
Identify	Display	Contrast	Develop
Label	Dramatize	Debate	Discover
List	Draw	Defend	Explore
Locate	Fix	Diagram	Formulate
Match	Follow	Differentiate	Invent
Memorize	Illustrate	Discriminate	Modify
Name	Interpret	Evaluate	Plan
Point to	Interview	Examine	Predict
Recall	Look up	Explain	Prioritize
Recite	Maintain	Express	Propose
Record	Make	Generate	Rate
Say	Measure	Infer	Recommend
Select	Model	Judge	Revise
Spell	Operate	Justify	Teach
View	Play	Prove	
	Practice	Research	
	Produce	Study	
	Relate	Summarize	
	Role-play		
	Sequence		
	Show		
	Solve		
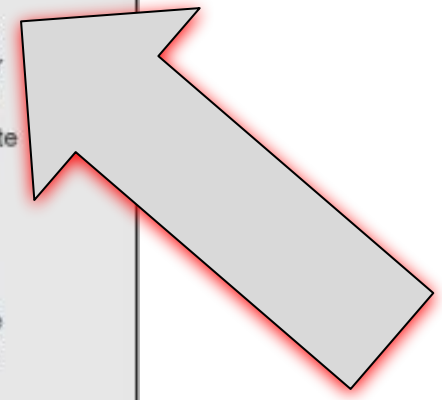
EXCELLENCE IN EDUCATION
Barbara Blackburn

Improving Rigor and Student Motivation

Which of these challenges do you face?

- *Students who are not motivated to learn*
- *Instruction and assessment that is not rigorous*
- *Lack of high expectations by teachers and/or leaders*
- *Support and scaffolding for struggling learners*
- *Balancing rigor with differentiation*
- *Need for strategies to help leaders effect school change*
- *Desire for engaging, evidence-based instructional strategies*

If you answer yes to any of these challenges, Barbara Blackburn, Ph.D. can

Parent Survey Back to School Night

Teachers and parents are there to support students and not get in the way of their learning style.

- ○ Strongly disagree
- ○ Disagree
- ○ Neutral
- ○ Agree
- ○ Strongly agree

Students have different strengths and learning styles and classroom activities and assignments will take those learning styles into account. Sometimes my student will have to complete assignments that utilize learning styles that are outside his/her comfort zone.

- ○ Strongly disagree
- ○ Disagree

SJDLP Study Focus

1. Team focus: improve engagement
    a. Gerry Bissinger – Lizzy
    b. Dan Licata – HMHS
    c. Colleen Murray – District
    d. Karen Russo – HMS
    e. Shannon Simkus – Central
2. Set goal at administrative retreat
3. Operationalize "engagement" during administrative council
4. Gather multiple data points
    a. Walkthrough forms - 200+ per building
    b. Student focus groups
    c. [Teacher self-assessments](#)
    d. Panorama survey results
    e. Special ed. Co-teaching walkthrough form
5. Analyze results after final evaluations in June

Informal Observations

Supports district goal of data informed learning

More specifically - that of engagement around rigor and relevance

Tools to elicit data

- Elementary School's Walkthrough Data Analysis Tool
- Middle School Walkthrough Data Analysis Tool
- High School Walkthrough Data Analysis Tool
- Special Education co-observation Walkthrough Data Analysis Tool
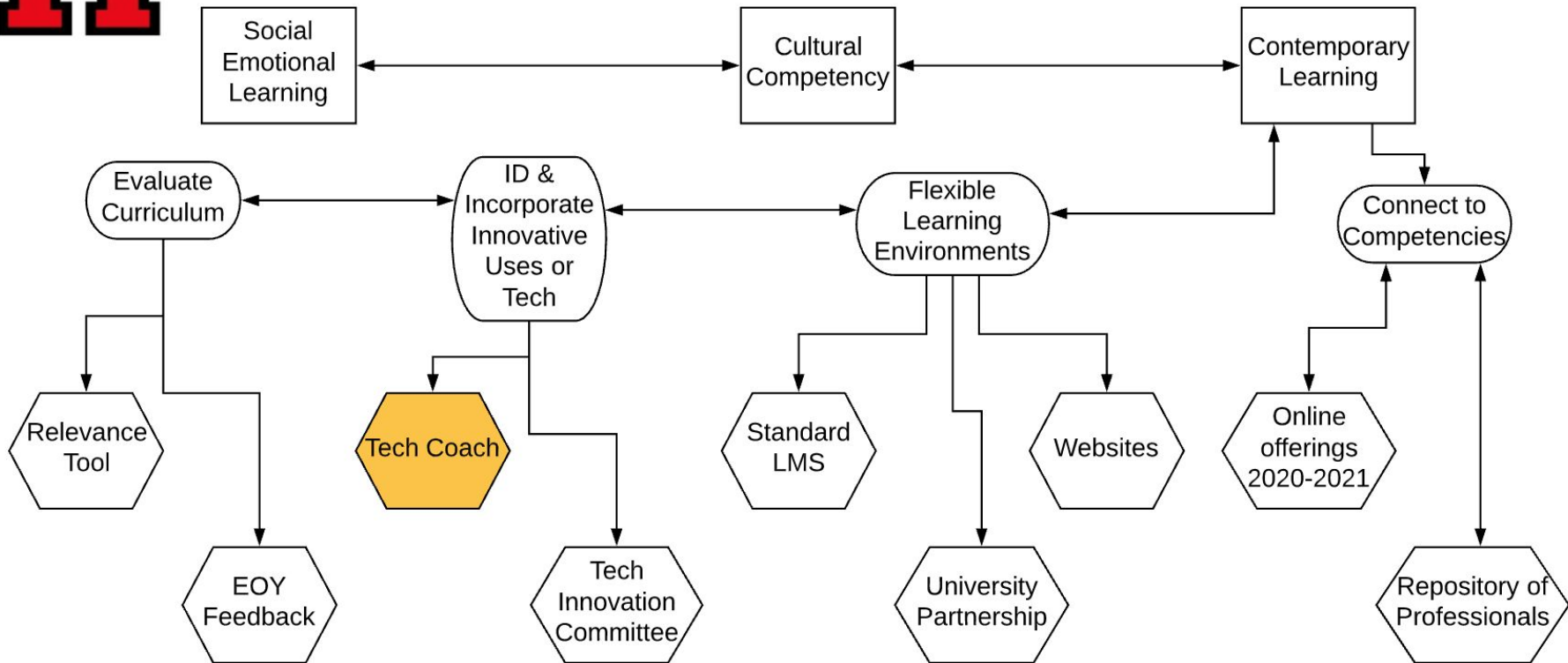
Level of Student Engagement *

☐ Disengagement: Ss not actively engaged, T not actively engaged, T support minimal, T not involved in learning

☐ Teacher-Directed Instruction: Some Ss engaged, T moves among Ss supporting efforts, T led learning such as Q and A, Ideas come from teacher, T assistance evident, practice of skills.

☐ Student Engaged Instruction: All Ss engaged in tasks such as dialogue, discussion, debate, writing, listening, problem solving, or critical thinking. T asking strategic questions. Ss applying what they're learning in complex ways.

Rigor and Relevance Framework Observed

- ☐ Acquisition (Students gather and store bits of knowledge and information. Students are primarily expected to remember)

- ☐ Application (Students use acquired knowledge to solve problems, design solutions, and complete work)

- ☐ Assimilation (Students extend and refine their acquired knowledge to automatically and routinely analyze and solve problems as well as create solutions)

- ☐ Adaptation (Students have the competence to think in complex ways and apply knowledge and skills they have acquired.)

H

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ⟷ Cultural Competency ⟷ Contemporary Learning

Evaluate Curriculum ⟷ ID & Incorporate Innovative Uses or Tech ⟷ Flexible Learning Environments ⟵ Connect to Competencies

Relevance Tool

Tech Coach

Standard LMS

Websites

Online offerings 2020-2021

EOY Feedback

Tech Innovation Committee

University Partnership
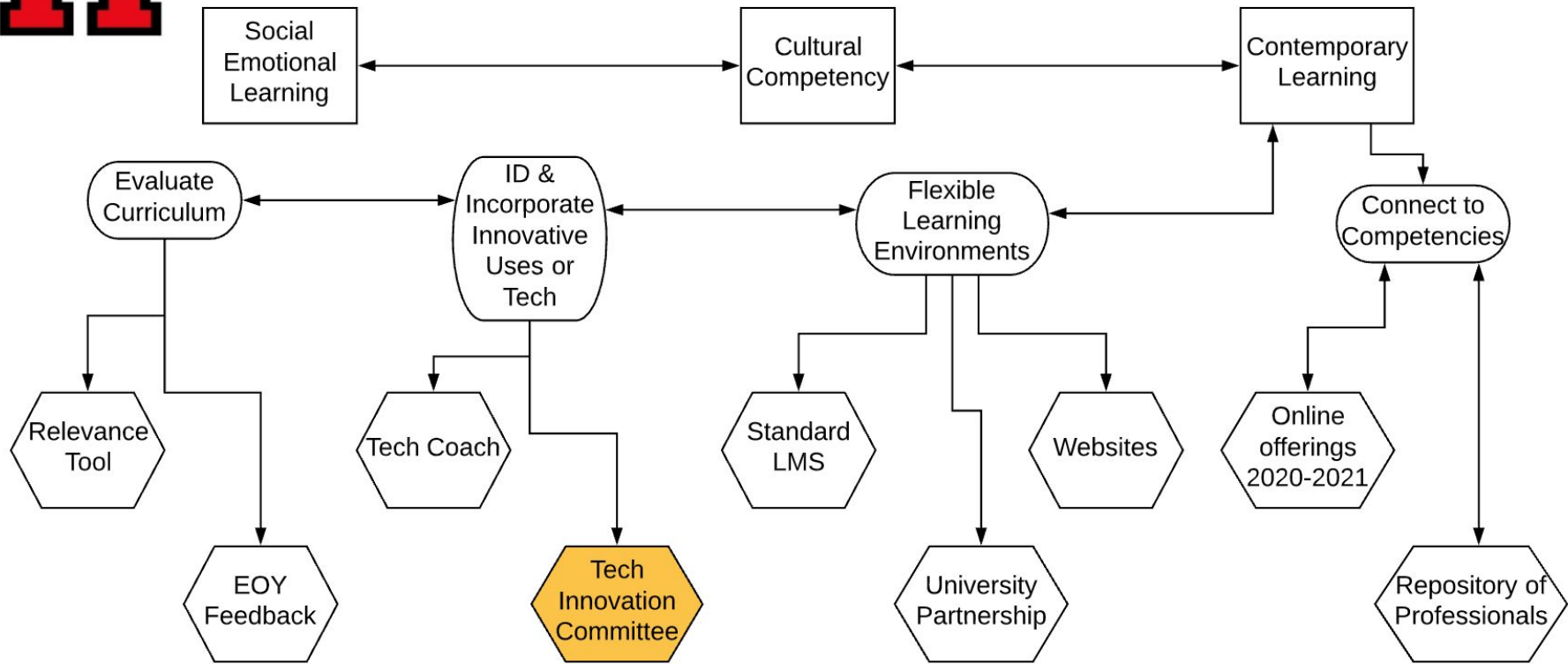
Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ← → Cultural Competency ← → Contemporary Learning

Evaluate Curriculum ← → ID & Incorporate Innovative Uses or Tech ← → Flexible Learning Environments ← Contemporary Learning

Connect to Competencies

Relevance Tool

EOY Feedback

Tech Coach

Tech Innovation Committee

Standard LMS

Websites

University Partnership

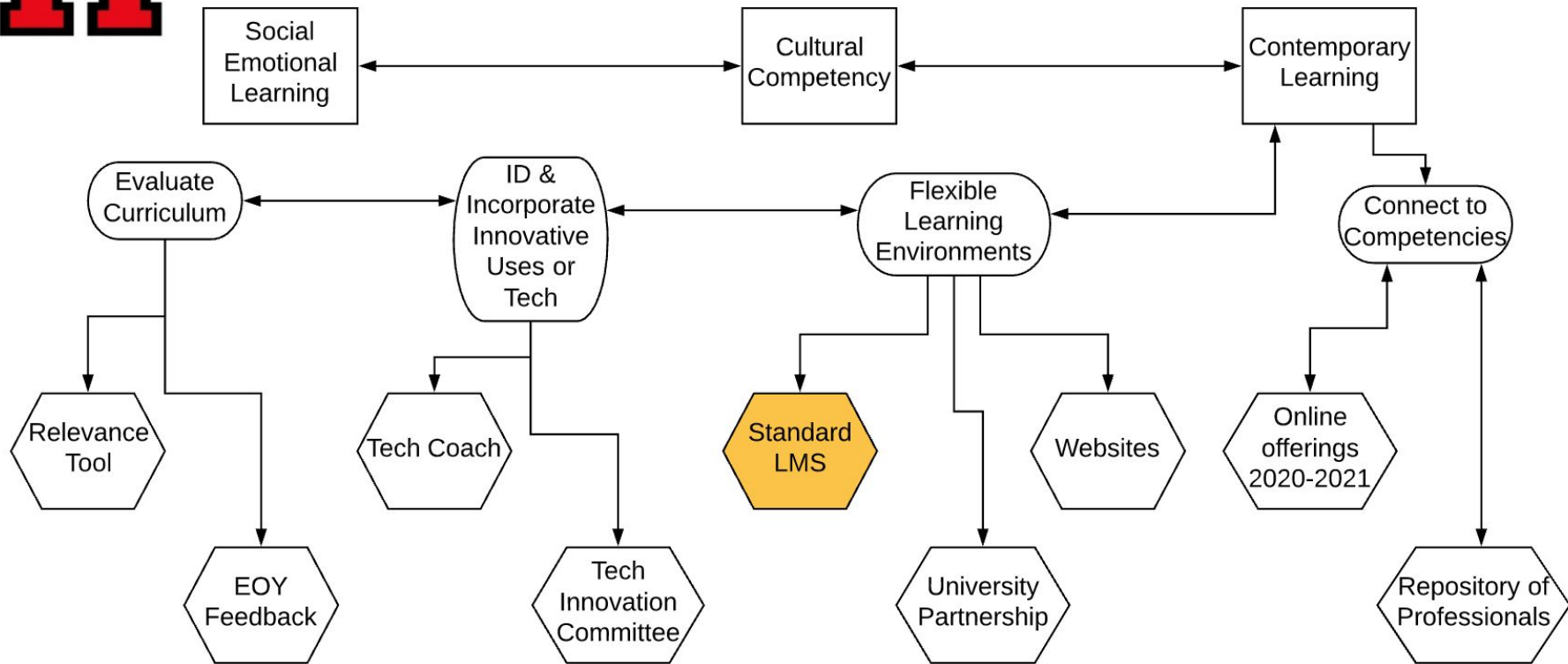Online offerings 2020-2021
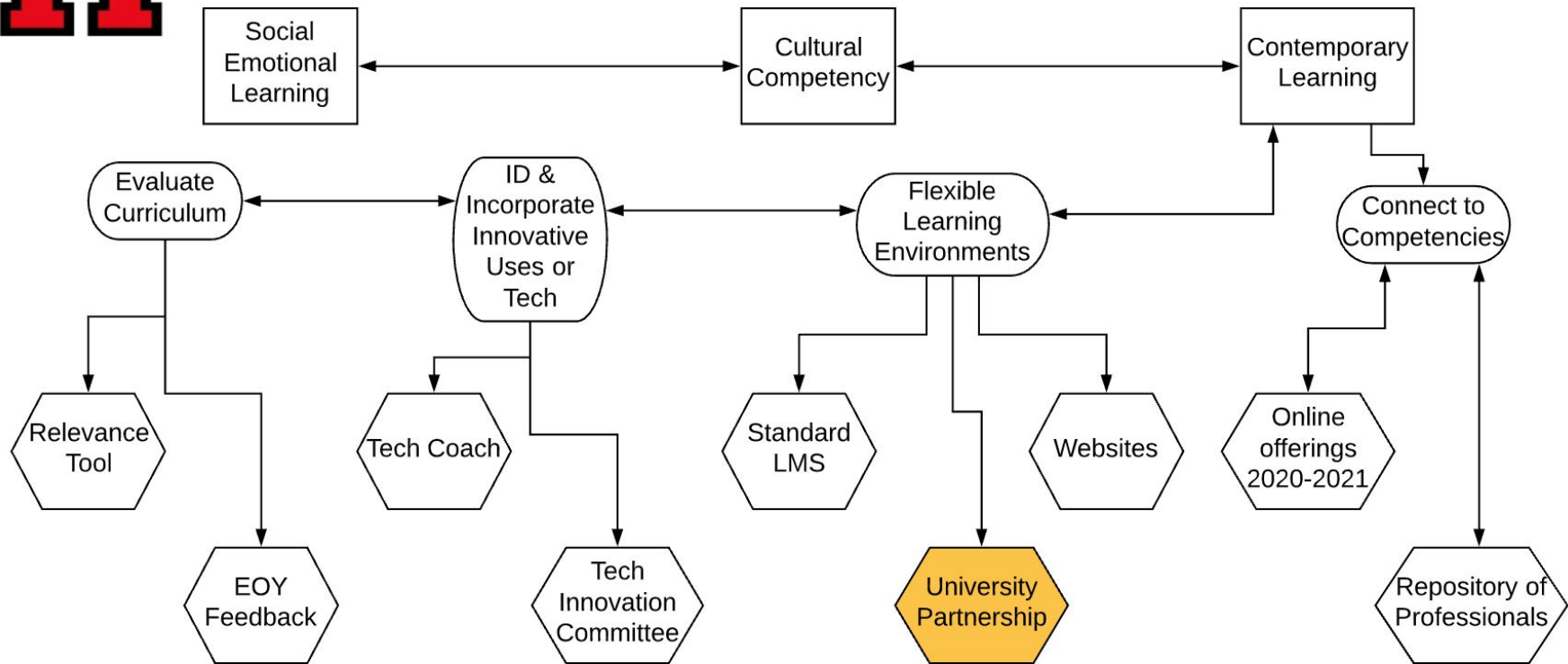
Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ← → Cultural Competency ← → Contemporary Learning

Evaluate Curriculum

ID & Incorporate Innovative Uses or Tech

Flexible Learning Environments

Connect to Competencies

Relevance Tool

EOY Feedback

Tech Coach

Tech Innovation Committee

Standard LMS

University Partnership

Websites

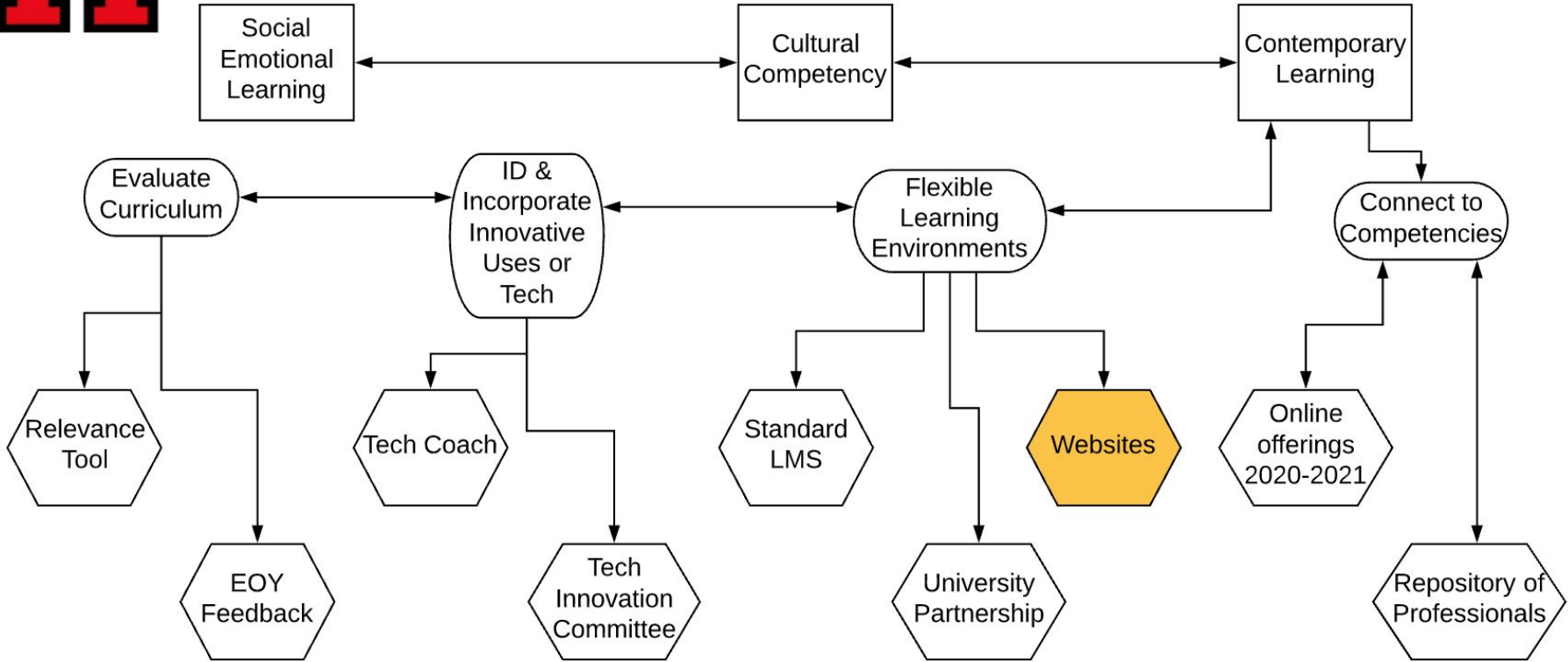Online offerings 2020-2021

Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning

Cultural Competency

Contemporary Learning

Evaluate Curriculum

ID & Incorporate Innovative Uses or Tech

Flexible Learning Environments

Connect to Competencies

Relevance Tool

Tech Coach

Standard LMS

Websites

Online offerings 2020-2021

EOY Feedback

Tech Innovation Committee

University Partnership

Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ← → Cultural Competency ← → Contemporary Learning

Evaluate Curriculum ← → ID & Incorporate Innovative Uses or Tech ← → Flexible Learning Environments ← → Connect to Competencies

Relevance Tool

EOY Feedback

Tech Coach

Tech Innovation Committee

Standard LMS

Websites

University Partnership

Online offerings 2020-2021

Repository of Professionals

Mrs. Harding's 3rd Grade Tatem Tigers

Aloha

Math

Reading

Writing

Social Studies

Science

Technology Tutorials

Welcome

Welcome to Miss Hubert's Hotspot!

I will be using this webpage in place of my eBoard.

Here you will find information helpful to students in Miss Hubert's Fifth Grade. Follow the links in the menu above to navigate.

Meet Our Teaching Team

Welcome to middle school science! In our classroom we encourage our students to "stay curious" - their questions about science will become the driving force behind their exploration in our classroom.

Mrs. Courtney Baker

Mrs. Adrienne Goldenberg

My Homepage

Welcome to My Web Page

Mr. Smith has been teaching environmental science here in Haddonfield since 2000 when he came to the district.
Emphasizing citizen science and hands-on exploration, the students in our program are active in areas of conservation, restoration and environmental monitoring.
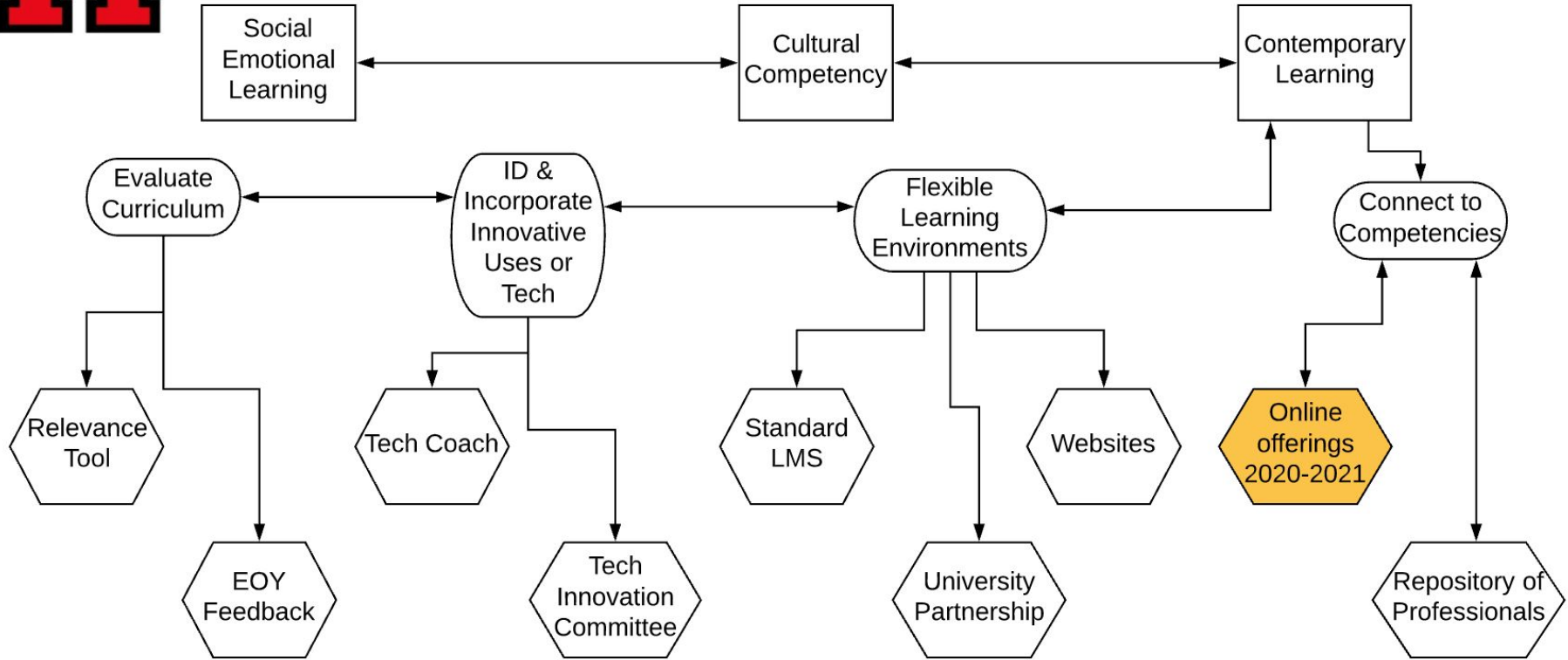
Mr. Smith leads the Life Science Field Training Institute for Pinelands Preservation Alliance, directs the Drexel University Summer Environmental Leadership Academy and is a program director for National Audubon Hog Island Camp in Maine

If you are interested in our program, please contact Mr. Smith - rsmith@haddonfield.k12.nj.us

H

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ←→ Cultural Competency ←→ Contemporary Learning

Evaluate Curriculum ←→ ID & Incorporate Innovative Uses or Tech ←→ Flexible Learning Environments ← Contemporary Learning

Connect to Competencies

Relevance Tool

EOY Feedback

Tech Coach

Tech Innovation Committee

Standard LMS

Websites

Online offerings 2020-2021
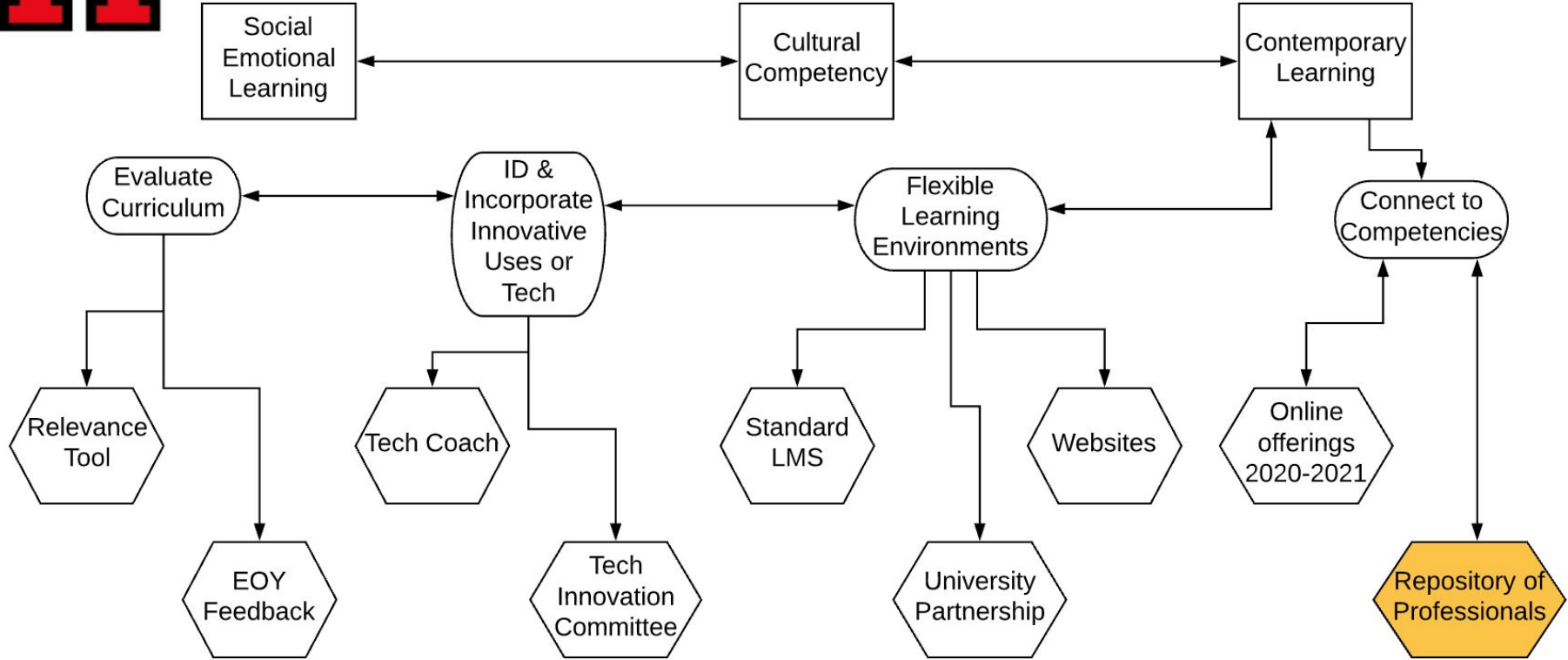
University Partnership

Repository of Professionals

We will empower learners to engage critically in a globally connected world through relevant content, innovative technology, flexible learning environments, and purposeful experiences.

Social Emotional Learning ← → Cultural Competency ← → Contemporary Learning

Evaluate Curriculum ← → ID & Incorporate Innovative Uses or Tech ← → Flexible Learning Environments ← Connect to Competencies

Contemporary Learning → Connect to Competencies

Evaluate Curriculum:
- Relevance Tool
- EOY Feedback

ID & Incorporate Innovative Uses or Tech:
- Tech Coach
- Tech Innovation Committee

Flexible Learning Environments:
- Standard LMS
- University Partnership
- Websites

Connect to Competencies:
- Online offerings 2020-2021
- Repository of Professionals

NJ Proposed G/T Law pertaining to this action step

"Strengthening Gifted and Talented Education Act"; establishes school district responsibilities in educating gifted and talented students.

"...develop and document appropriate curricular and 2 instructional modifications used for gifted and talented students 3 indicating content, process, products, and learning environment, and including 1 , but not limited to,1 4 additional education activities such as academic competitions, **guest speakers**, 1 [or] and1 5 lessons with a specialist. 1 6 [The modifications shall be identified in staff and 7 student schedules, lesson and unit plans, and budgets for educational materials] 1 8 ; 1 [(5)] (4)1 take into..."

EH Lunchtime Speaker Interest Form 19-20

Have a unique career? Do you use technology in your job? Please fill out below if you're interested in coming in for 30 minutes to discuss your career with students in grades 3-5 during their lunch. You will be contacted depending on interest and availability. This form doesn't guarantee being invited to come in as this depends on interest level. Thanks

* Required

Email address *

Your email

Your Name *

Your answer

Next Steps

1. Form tech committee, set meetings
2. Tech coach job description, recruit and hire
3. Gather rigor/relevance data
4. Research cyber snow day
5. Support HS bell schedule changes with curriculum writing and PL
6. Support transition to LMS with PL
7. Explore university partnership goals and research
8. Choose online course provider by January
9. Teacher websites live from HSD site – after November PD
10. Organize district repository of professionals, communicate, begin scheduling speakers